

Nottingham Trent University Course Specification

Basic Course Information		
1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Social Sciences / Clifton
3.	Final Award, Course Title and Modes of Study:	Foundation Degree (FdA) in Educational Support. Part-time
4.	Normal Duration:	2 years
5.	UCAS Code:	N/a

6.	Overview and general educational aims of the course	<p>The Foundation Degree (FdA) in Educational Support is designed to provide you with a course that explores education support in a range of contexts. It focuses on the practical and ethical issues of education support, linking these with theory. The course reviews a range of perspectives about support, for example those of teaching assistants, teachers, parents and especially, learners. The FdA course will enable you to meet the requirements of the latest developments in education i.e. to work with a wide range of learners in regular, inclusive, extended and alternative settings, using a common core set of professional skills.</p> <p>The FdA enables you to continue in employment or at your voluntary placement whilst studying, linking information from sessions with your own work setting/voluntary placement and using experiences from your daily workload towards FdA study. It also helps you to develop the vocational skills needed for employment in increasingly diverse education settings. A particularly innovative feature of this course is that it covers a wide range of settings and staff roles, promoting the multi-professional approach encouraged in a range of government initiatives over recent years. There will be opportunities to reflect on your professional practice so that you can identify your own strengths and areas for professional development.</p> <p>The Foundation Degree is a qualification in its own right, but after completing it you can progress on to further training. You could for example complete a BA (Hons) in Education (part-time in the evening) and then onto teacher training for primary education, subject to meeting the entry requirements.</p> <p>The aims of the course are to:</p> <ul style="list-style-type: none"> ▪ Provide you with knowledge and skills to enhance your educational support practice; ▪ Increase proficiency in the use of a range of strategies and techniques to support learners, proposing solutions to problems encountered; ▪ Provide you with transferable (key) skills to support your career development; ▪ Enable you to reflect on and develop your own practice with diverse learners in current education settings; ▪ Explore diverse roles providing education support; ▪ Prepare you for further study and lifelong learning
7.	Course outcomes	Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.
	Knowledge and understanding	By the end of the course you should be able to:

- Demonstrate a working knowledge and understanding of educational support principles and practice within current education contexts **(QB)** ;
 - Apply theory, concepts, values and principles of educational support, effectively and ethically within a work context **(QB) (ES)** ;
 - Evaluate the effectiveness of different approaches in providing educational support **(QB)** ;
 - Demonstrate knowledge of the main methods of enquiry in education setting and utilise a range of perspectives and theories to solve problems relating to educational support **(QB)**;
 - Demonstrate a practical understanding of the importance of 'learner voice' in providing effective and ethical educational support **(ES)**.
- * QB are outcomes closely aligned to Foundation Degree Quality Benchmarks.
 * ES are outcomes closely aligned to Education Studies Benchmarks.

Skills, qualities and attributes

By the end of the course you should be able to:

- Effectively communicate information, arguments and analysis in a variety of forms to a diverse audience **(QB) (ES)**;
- Demonstrate the qualities and transferable skills necessary for providing educational support in a multi-professional team context **(QB)**;
- Collaborate and plan with others, in a range of situations, to achieve team tasks **(ES)**;
- Use information technology to search for, select and present information **(ES)**;
- Process numerical data related to real life situations. Collect, present and interpret data in a critical way appropriate to given task **(ES)** ;
- Improve and actively manage own learning and performance through reflection on own learning, values and work-based practice, utilising opportunities for further development and lifelong learning **(QB) (ES)**.

- * QB are outcomes closely aligned to Foundation Degree Quality Benchmarks.
 * ES are outcomes closely aligned to Education Studies Benchmarks.

8. Teaching and learning methods

Most sessions will contain a mix of lecture, small group work and work based practice activities. These will be supported by seminars, workshops, visiting speakers, independent work based tasks, tutorials and the virtual learning environment (VLE). Lectures and visiting speakers will develop your subject knowledge and understanding; seminars and group activities enable you to consolidate and debate critically, links between theory and practice. Workshops and independent tasks will enable you to apply theory to practice in your workplace. Tutorials will be provided both for groups and individuals to support course learning and assignment preparation.

Teamwork is key to the education support worker role, so opportunities for you to develop, demonstrate and reflect upon this skill will be provided in a

range of situations, for example in session group activities and assignment tasks (group presentations) where you will be able to share multi-professional perspectives.

The course emphasises links between theory and practice, drawing on work based learning. Module sessions are supported by student contributions from their places of work and assignments are flexible, enabling you to focus on contexts and issues relevant to your own role within the stated assignment brief.

Teaching and learning methods are designed to enable you to develop the knowledge, understanding and skills needed to achieve the course (and module) outcomes. Independent academic skills are fostered throughout the course, encouraging increased independent skills particularly as you progress from Level 1 to Level 2. This is to provide the opportunity for you to become a more independent learner both whilst studying for the Foundation Degree and in preparation for further academic study and lifelong learning.

9. **Assessment methods**

The course uses a range of assessment techniques to enable you to meet the learning outcomes. Subject knowledge and understanding and transferable employment skills are assessed through practically based assignments, linking theory with practice. Assignments include group presentations, individual reports, essays, communication skill qualification/aid and reflection, portfolios, work based practice reflection, design of and reflection of an inclusion strategy, independent study project.

Work based practice is not assessed as all course members are employed or volunteer members of staff whose practice is appraised within their own setting. However, to develop your practice, you are required to reflect critically on your work as an education support worker at Level 1 and Level 2. At Level 1 you will reflect on your practice within one work based context, identifying strengths, and areas and strategies for development. At Level 2 you will reflect on your practice using a range of perspectives about different contexts of your work, and demonstrate problem solving strategies for any difficulties encountered in your role. This will enable you to plan your own professional development strategy.

Summative assessment will be supported by formative feedback on independent work that you have undertaken both for modules and in preparation for assessed assignments. Feedback will be provided by your tutor and your peers in a range of situations, for example, individual and group tutorials, peer observations, group review of tasks undertaken in the workplace. Detailed feedback will be provided on all assessed work to aid your development.

10. **Course structure and curriculum**

The course is studied part-time, usually one evening a week for two years. It is intended that each of the two levels will normally be studied over one academic year. Due to the number of credits required for completion each year, the course will usually run from September to July, covering 40 weeks. The course will be offered as a mixture of alternating class sessions and work based activity, the profile of which may differ depending on module content. Generally, class sessions will run for 4 hours every other week, supported by tutorials and study skills support related to your assignments on alternate weeks, averaging 3 1/2 hours a week attendance over the whole course. There will be annual conference day each year. This will replace two of the

weekly sessions. Set work based tasks will require additional time, meeting the total hours required for studying each module.

The course comprises 2, 40 credit compulsory (core) modules and 2, 20 credit compulsory (core) modules at Level 1, and 2, 40 credit compulsory (core) modules, 1, 20 credit compulsory (core) module and a choice of one option module (20 credits) at Level 2. Thus you would complete 120 credits for each level. In completing the modules, you will meet the course learning outcomes.

Level 1 modules

- Current education issues: educational support roles (40 credits, core module)
 - Educational support: reflection on practice 1 (40 credits, core module)
 - Effective communication skills (20 credits, core module)
 - Special educational needs and Disability (20 credits, core module)
- *After successful completion of this level you would be able to exit with a Higher Certificate in Educational Support.*

Level 2 modules

- Supporting learning and teaching (40 credits, core module)
 - Educational support: reflection on practice 2 (40 credits, core module)
 - Investigating educational support practice (20 credits, core module)
 - Supporting inclusion (20 credits, option module)
 - Independent study (20 credits, option module)
- *After successful completion of this level you will exit with a Foundation Degree in Educational Support*

11. Admission to the course

Entry requirements.

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

12. Support for learning

The induction for the course will cover a wide range of support issues, for example, the course overview and detail; library orientation; the virtual learning environment; tutor support; and university central support services.

A course handbook will provide all the essential information about the course and the support we provide for your learning, both within the course and the wider university services. The course tutor, assisted by module tutors, oversees all students on the course. Your personal tutor monitors your progress on an individual basis, supports you with your personal development plan (PDP) and provides advice on progression through and on from, the course.

Tutors on the course are all experienced practitioners in providing support for learners. Most still have involvement in support practice and are active researchers.

<p>The library and other learning resources are continually up-dated to meet course requirements. These are available during evenings, weekends, holiday periods and on-line (contact Library for full details).</p> <p>The University central Student Support Services offers a range of general, specialist and professional support services for all students, for example, financial support, study skills support, mature student support, counselling, disability support and progression support.</p>				
<p>13. Graduate destinations/employability</p> <p>You will already be in employment whilst on the course, so may see this as an opportunity for career progression, either within your current place of work or within another education setting. There are an ever-increasing selection of career opportunities in education, particularly as the government initiatives develop. The course is designed to increase the knowledge, understanding and skills required for flexible support staff in increasingly diverse education settings.</p> <p>It is expected that you will all have different aspirations upon completing the foundation degree. These could include:</p> <ul style="list-style-type: none"> • Staying in current role with increased knowledge, understanding and skills, considering further advancement at a later date; • Progressing to complete a BA (Hons); • Progression route on to gaining a teaching qualification through for example, the BA/PGCE or BA/GTP routes (NB This route will have particular entry requirements e.g. GCSEs in English, Maths and Science); • Career advancement in promoted role e.g. from TA to Learning Mentor; • Moving from a volunteering role to a paid role as a result of this qualification. <p>The University's Careers Service is available to all students, offering individual consultation.</p>				
<p>14. Course standards and quality</p> <ul style="list-style-type: none"> • A course committee monitors student feedback on module delivery; • You will receive detailed feedback on all assessed work; • An annual course report is sent to School Academic Standards and Quality Committee; • There is an external examiner for the course who submits an annual report on the standards and quality of the course; • There is a course management group that monitors the course. <p>The Education subject benchmarks of the Quality Assurance Agency are developed within the course.</p>				
<p>15. Assessment regulations</p> <p>This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:</p> <p>There are no course specific exceptions from the University regulations.</p>				
<p>16. Additional Information</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Collaborative partner(s):</td> <td>N/a</td> </tr> <tr> <td>Course referenced to Quality Assurance Agency for Higher</td> <td>Foundation Degrees, Education Studies</td> </tr> </table>	Collaborative partner(s):	N/a	Course referenced to Quality Assurance Agency for Higher	Foundation Degrees, Education Studies
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Education (QAA) Benchmark
Statements:

Course recognised by:

Date this course specification
approved:

June 2012, revisited October 2016.

Any additional information:

None